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ABSTRACT

As one component of a larger effort to document state services to federally funded teacher centers, the National Teacher Center Resource Center collected background information on teacher center staffing at the state level during fiscal year 1980-81. This report, focusing primarily on the state teacher center coordinator, describes the organizational structure, key roles, time allocations to the teacher center role, and use of federal funds for support of the state coordinators of federally funded teacher centers that participated in the documentation effort. In addition, the report highlights staffing patterns and the use of federal funds for teacher center support staff. (Author/JD)

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ED206605

BACKGROUND INFORMATION ON STAFFING IN FORTY STATES TO SERVE FEDERALLY FUNDED TEACHER CENTERS

Prepared for:

The National Teacher Center Resource Center
Providence, Rhode Island

Prepared by:

Janice M. Baker
Rhode Island Department of Education
Providence, Rhode Island

June, 1981

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SP 018 844

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INTRODUCTION

As one component of a larger effort to document state services to federally funded Teacher Centers, the National Teacher Center Resource Center (Resource Center) collected background information on Teacher Center staffing at the state level during fiscal year FY 1980 (1980-81). This report, focusing primarily on the state Teacher Center coordinator, describes the organizational structure, key roles, time allocations to the Teacher Center role, and use of federal funds for support of the state coordinators in states with federally funded Teacher Centers who agreed to participate in the documentation effort. In addition, the report highlights staffing patterns and the use of federal funds for Teacher Center support staff.

The report also describes the methodology used to collect and analyze the data and presents findings of the study. A brief summary is also included.

For the interested reader, available from the Resource Center under separate cover, are additional reports related to the documentation effort.

METHODOLOGY

Instrumentation

A profile survey (see Appendix A) consisting of two (2) major parts was designed to gather background information about state Teacher Center staff from the 44 states/territories having federally funded Teacher Centers in their states and who agreed to participate in the fiscal year FY 1980 (1980-81) documentation activities of the Resource Center. Part A of the survey solicited information about the Teacher Center coordinator regarding (a) level within the State Education Agency (SEA) organizational structure, (b) unit in which the coordinator is housed and (c) additional roles. Part B of the survey focused on both the Teacher Center coordinator *(regardless of source of funding for salary)* and Teacher Center support staff *(only if financial support for salary was derived in whole or part from the federal Teacher Centers Program entitlement)*.

Data Collection

Surveys, along with accompanying correspondence (see Appendix B) from the Resource Center encouraging participation, were mailed on November 25, 1980 to the 44 state-territory Teacher Center coordinators having federally funded centers in their states/territories. Follow-up was conducted by the Resource Center through correspondence and telephone calls to increase participation in the data collection effort.

A total of 40 surveys (91%) were returned representing 39 states and the District of Columbia. There were no returns from three (3) states and the one (1) territory having a federally funded Teacher Center. Listed alaphabetically in Table 1 are the participating states, along with the names of the state Teacher Center coordinators and their titles.

Table 1

DESCRIPTION OF STATES AND COORDINATORS PARTICIPATING IN THE BACKGROUND SURVEY

State	Coordinator	Title/Position
Alabama	William C. Berryman	Director, Division of Instructional Services
Alaska	J. Kelly Tonsmeire	Coordinator, Professional Development
Arkansas	Morris L. Holmes	Associate Director, Management and Development
California	Kathy Yeates	Consultant, Staff Development
Connecticut	Marjorie K. Bradley	Consultant, Staff Development
District of Columbia	Marilyn Tyler Brown	Director, Instructional Management
Florida	James Parris	Consultant Staff Development
Georgia	Mary Mitchell	Director, Teacher Education/Staff Development
Idaho	Al D. Luke	State Inservice Coordinator, Instructional Services
Illinois	Arnette M. Rauschel	Consultant, Program Planning and Development
Indiana	Ronald Boyd	Associate Superintendent, Department of Public Instruction
Iowa	Orrin Nearhoof	Director, Teacher Education and Certification
Kansas	Mary J. Martin	Program Specialist, Teacher Education
Kentucky	Joseph T. Clark	Director, Staff Development
Louisiana	Pamela Bollinger-Cox	Section Chief, Inservice Education
Maine	David C. Tilton	Director, Division of Teacher Education and Field Services
Maryland	Irving W. Herrick	Administrator, Planning and Development
Massachusetts	Patricia Brown	Project Director, Commonwealth Inservice Institute
Michigan	Paula Brictson	Director, Professional Development
Minnesota	Judith Wain	Supervision, Preservice/Inservice Education
Mississippi	Russell J. Crider	Coordinator, Proprietary School and College Registration Act

State	Coordinator	Title/Position
Missouri	Richard L. King	Coordinator, Curriculum Services
Nebraska	Robert Dyke	Administrative Assistant, Instructional Services
Nevada	Lamar LeFevre	Director, Las Vegas Office of Nevada Department of Certification
New Hampshire	Gary W. Barker	Consultant, Staff Development
New Jersey	Maggie M. Griswold	Administrative Assistant, Curriculum/Inservice Education
New Mexico	James Pierce	Director, Teacher Education and Certification
New York	Vincent Gazzetta	Director, Division of Teacher Education and Certification
Ohio	C. William Phillips	Administrator, Inservice Education
Oklahoma	Stan Cobb	Administrator, Teacher Education
Oregon	Ray L. Talbert	Specialist, ESEA Title IV-C
Pennsylvania	Randall Bauer	Chief, Division of Inservice Education
South Carolina	Tom Parks	Chief Supervisor, Teacher Education and Certification
Tennessee	Joe Minor	Chief, Curriculum and Instruction
Texas	James Kidd	Associate Commissioner, Department of Professional Development and Instructional Services
Utah	R. LaMar Allred	Coordinator, Inservice Staff Development
Vermont	Henry Bissex	Assistant Director, Teacher and Adult Education and Certification
Virginia	Everett B. Howerton	Assistant State Superintendent, Federal Programs, Personnel and Staff Development
Washington	Alf Langland	Associate, Professional Development
Wisconsin	Robert Skeway	Supervisor, Inservice Education

States and territories having no federally funded Teacher Centers were not eligible to participate in the survey. These states and territories are: Delaware, North Dakota, South Dakota, Colorado, Wyoming, West Virginia, Rhode Island, Hawaii, The Virgin Islands, Puerto Rico, Trust Territories, No. Mariana Islands, and American Samoa.

Data Analysis

The data were compiled by state for each of the survey questions and then aggregated across states to obtain frequencies of similar responses for each item. The data reflect (a) the location of Teacher Center responsibilities within the State Education Agency organizational structure (questions A-2 and A-3), (b) key additional roles served by Teacher Center coordinators (question A-3), and (c) staffing information, including position and program responsibilities of Teacher Center coordinator and support staff, percent of time assigned to Teacher Centers, and percent of federal funds from the federal Teacher Centers Program allocated for salaries (question B).

The presentation of findings which follows is based on the summary of data from the survey.

PRESENTATION OF FINDINGS

Location of Teacher Center Responsibility in SEA's

Two areas were examined to describe the location of Teacher Center responsibilities within the State Education Agency. The first area was *level* of the Teacher Center coordinator in the agency, with level defined as the distance of the Teacher Center coordinator from the Chief State School Officer (Chief - Level 1). Table 2 displays the summary of responses.

Table 2

LEVEL OF TEACHER CENTER COORDINATORS WITHIN THE STATE EDUCATION AGENCY

Level in SEA	Number of Teacher Center Coordinators
1 (Chief)	0
2	3
3	9
4	16
5	10
6	1
7	1

The majority (35) of Teacher Center coordinators are located within levels three(3) through five (5) in the organizational structure of their respective state agencies. In no case is the Chief State School Officer the Teacher Center coordinator, although in three (3) of the states the second in charge fulfills that role.

The second area pertaining to organizational structure is the *unit to*

which the Teacher Center coordinator is assigned and, hence, in which Teacher Center responsibilities are housed. Twenty-nine (29) of the 40 respondents cited Staff Development/Inservice Education and/or Teacher Education/Certification as the assigned unit. Also cited by a group of respondents (7) was Instructional Services or Program Planning and Development.

Thus, Teacher Center responsibilities are housed within units that play a primary role in teacher training, whether at the pre-service or in-service level, or both.

Related Roles of Teacher Center Coordinators

In addition to fulfilling the state Teacher Center coordinator role, a number of related roles are served by state Teacher Center coordinators. Most frequently cited (26 respondents) was the role of delegate to the National Council of States for Inservice Education (NCSIE) and Teacher Corps (21 respondents). Roles cited by about one-third (13) of the respondents were Teacher Certification and College Approvals, with less frequently noted roles with Dissemination Capacity Building Program and Title IV-C (6 respondents each), and the National Association of State Directors of Teacher Education Certification (NASDTEC) (5 respondents). These findings are summarized in Table 3 (see page 8).

SEA Staff Responsible for Teacher Center Activities

The background survey sought information on the person or, in some states, persons responsible for providing services to federally funded Teacher Centers. To gain a perspective on total SEA effort toward such services, professional staffing was examined in terms of full-time equivalents for professional and clerical staff in each SEA.

Information reported in Tables 4 and 5 reflect state Teacher Center

Table 3

MOST COMMON ADDITIONAL ROLES OF STATE TEACHER CENTER COORDINATORS

Role	Number of Respondents
NCSIE Delegate	26
Teacher Corps	21
Teacher Certification	13
College Approvals	13
Dissemination Capacity Building Program	6
Title IV-C	6
NASDTEC	5

coordinators, regardless of the source of funding for their salaries, whereas information on other professional support staff and clerical staff serving federally funded Teacher Centers only reflects persons whose salary is paid in whole or part by the state entitlements from the federal Teacher Centers program.

Table 4

STAFF ASSIGNMENTS IN FORTY STATES
TO SERVE FEDERALLY FUNDED TEACHER CENTERS

Full-Time Equivalents	Number of States	
	Professional Staff	Clerical Staff
.02 - .05	9	1
.10 - .15	15	1
.20 - .25	4	-
.30 - .50	4	2
.95 - 1.00	4	1
1.10 - 1.15	4	-
	40	5

As shown in Table 4:

- the 40 states reported that there was a professional staff person(s) assigned to Teacher Center responsibilities for as little as .02 full-time equivalent and as great as 1.15 full-time equivalents;
- nine (9) states report full-time equivalent professional staffing of .02 to .05, and more than one-third (15) of the 40 states participating in this survey indicate professional staffing commitments in the range of .10 to .15 full-time equivalents, bringing to a total of 24 the number of states with the equivalent of a professional staff person at 15 percent or less of his or her time;
- the remaining 16 states show full-time equivalents for professional staffing ranging from .20 to 1.15;
- only five (5) of the 40 states have clerical staff paid for through the federal Teacher Centers Program to support the fulfillment of state responsibilities for Teacher Centers, and the amount of time these individuals are assigned to Teacher Center responsibilities varies considerable within the group.

In 31 states a single professional, the Teacher Center coordinator provides those services, and the full-time equivalent actually represents the percent of time that individual is assigned to serve the federally funded Teacher Centers. Full-time equivalents were reported in Table 4 for professional staffing because eight (8) states have two (2) people and one (1) state has three (3) people providing Teacher Center services.

Table 5 displays the percent of time allocated by the 40 state Teacher Center coordinators, irrespective of source of funds for salary, combined with time allocations of other professional staff and clerican support staff whose salaries are paid in whole or part through the federal Teacher Centers Program. The large majority of coordinators (32) report 2 to 15 percent of their time is devoted to their Teacher Center role, with only three (3) coordinators reporting that the majority of their time (95-100%) is targeted to Teacher Center responsibilities.

Table 5

PERCENT OF TIME ALLOCATED IN FORTY STATES
TO SERVE FEDERALLY FUNDED TEACHER CENTERS

Percent of Time	Number of People		
	Coordinators	Other Professional Staff	Clerical Staff
2 - 5%	11	1	1
10 - 15%	21	3	1
20 - 25%	4	-	-
30 - 50%	1	2	2
95 - 100%	3	3	1
	40	9	5

Nine (9) states each employ a professional staff person in addition to the state Teacher Center coordinator whose salary is funded in whole or part through the federal Teacher Centers Program and who provides services to the federally funded Teacher Centers. The percent of time allocated to such services, as shown in the third column of Table 5 varies from two (2) to five (5) percent for one (1) of the people to full-time or close to it for three (3) of the nine (9) professional support staff. In the nine (9) states with professional staff in addition to the state coordinator, the number of Teacher Centers served ranges from one (1) to ten (10), and the total entitlements for those states range from $5,509 to $194,461.

Percent of time allocations for clerical staff, as shown in Table 5 are the same as the full-time equivalents for this group, as shown in Table 4. This is because each state with clerical Teacher Center staff has only one (1) person in that role.

Use of Federal Funds to Support Staffing

The majority of states (26) do not use state entitlements from the federal Teacher Centers Program to support salaries. As shown in Table 6, 10 of the 14 states allocate from $2,000 to $20,000 for salaries and four (4) states report use of state entitlements for salaries in the $23,000 to $42,000 range.

Table 6

ALLOCATION OF FUNDS FROM FEDERAL TEACHERS CENTERS PROGRAM FOR SALARIES

Amount of Funds	Number of States
$0	26
$2,000 - $5,000	5
$10,000 - $20,000	5
$23,000 - $42,000	4

However, because the state entitlement varies considerably among the 40 states, with a low figure among the 40 states of $5,509 and a high figure of $194,461, it is important to examine salary allotments in the perspective to each individual state's total entitlement. Table 7 shows that, in seven (7) states, salary support from the federal Teacher Center Program is 30 percent or less of each state's budget and in an addtional six (6) states the salary is less than 45 percent of each state's entitlement. Only in one (1) of 14 states that uses funds from the federal Teacher Centers Program to support salaries does the salary figure exceed 45 percent of the individual state's entitlement.

Table 7

PERCENT OF STATE ENTITLEMENTS FROM FEDERAL TEACHER CENTERS PROGRAM ALLOCATED FOR SALARIES

Percent of Funds	Number of States
0%	26
10 - 15%	1
15 - 20%	-
21 - 25%	2
26 - 30%	4
31 - 35%	2
36 - 40%	1
41 - 45%	3
92%	1

Table 8 provides a crosswalk for review of dollars allocated for salary and the percent of budget reflected for each of the 14 states who use a portion of their state Teacher Center entitlement for salary. Regardless of the *amount* of funds provided to each state, 38 of the 40 states responding to this survey allocate less than half of their federal Teacher Center budgets for salary dollars, with 26 of the 39 states assigning no funds to the salary category. This leaves available in 26 states 100 percent of their funds to support program activities and, of the remaining 14 states, 13 of them have available 55 percent or more of their funds to direct toward program efforts.

Table 8

ALLOCATION AND PERCENT OF ENTITLEMENT IN FOURTEEN STATES*
FROM FEDERAL TEACHER CENTERS PROGRAM
FOR SALARY AND CORRESPONDING FIGURES ON PERCENT OF ENTITLEMENT

Amount Allocated for Salaries	Percent of Federal Teacher Centers Program Budget
$ 3,500	30%
4,608	29%
3,500	13%
4,200	21%
5,000	30%
10,000	36%
10,920	42%
12,000	41%
23,000	41%
18,000	32%
18,600	31%
31,224	92%
39,000	30%
42,000	21%

*Twenty-six (26) states do not use any of their state entitlement from the federal Teacher Centers Program to support salaries.

SUMMARY

A survey was conducted by the Resource Center to examine background information on Teacher Center staffing during fiscal year 1980 at the state level. The study focused on state Teacher Center coordinators in states with federally funded Teacher Centers who agreed to participate. A total of 40 surveys (78%) were returned representing 39 states and the District of Columbia.

Findings from the survey show that:

- Most (35) Teacher Center coordinators are located within levels three (3) through five (5) in the organizational structure of their respective state agencies.
- The units to which the majority (29) of state Teacher Center coordinators and, therefore, in which Teacher Center responsibilities for service to federally funded Teacher Centers are housed, are Staff Development/Inservice Education and/or Teacher Education/Certification.
- Most common additional roles of the state Teacher Center coordinator are NCSIE delegate (26), Teacher Corps representative (21), and teacher certification official (13).
- The majority (24) of state Teacher Center coordinators allocate 15 percent or less of their time to their Teacher Center responsibilities.
- o Nine (9) states have professional staff in addition to the state coordinator to serve federally funded Teacher Centers; the amount of time spent by these support professionals varies widely, ranging from assignments of five (5) percent to 100 percent of their time. The number of centers served by the nine (9) states ranges from one (1) to ten (10).
- o Twenty-six (26) states have available 100 percent of their funds for program efforts and, of the other 14 states, 13 spend 45 percent or less of their state entitlements on salaries, leaving 55 percent or more available as actual program dollars.

APPENDIX A

DOCUMENTATION LOG FOR
BACKGROUND INFORMATION

BACKGROUND INFORMATION: STATE TEACHER CENTER COORDINATORS AND SUPPORT STAFF

(July, 1980 - June, 1981)

This is a "one-time only survey." Please complete and return this form by December 15, 1980

to: Margaretta L. Edwards, Assistant Director
National Teacher Center Resource Center
235 Promenade Street
Providence, RI 02908

STATE: _____ RESPONDENT: _____

A. BACKGROUND OF STATE TEACHER CENTER COORDINATOR. *[Provide information here for the person who officially holds this position.]*

1. Name of Coordinator: _____

2. Unit to which coordinator is assigned (e.g., *Teacher Certification*): _____

_____

3. Within the organizational structure, the level of the coordinator is: (Check one.)

[Note: The Chief State School Officer would be Level 1, his/her second in charge would be Level 2, etc.]

_____ Level 1 (Chief State School Officer)

_____ Level 2

_____ Level 3

_____ Level 4

_____ Level 5

_____ Other (specify): _____

4. Additional organizations/groups or roles in which the state Teacher Center coordinator serves: (Check all that apply.)

_____ NCSIE Delegate

_____ Teacher Corps liaison

_____ Teacher Certification

_____ Title IV

_____ Dissemination Capacity Building

_____ NASDTEC, voting member

_____ College Approvals

_____ Other (please specify): _____

_____

_____

B. ADDITIONAL INFORMATION ABOUT TEACHER CENTER COORDINATOR AND BACKGROUND INFORMATION ABOUT PROFESSIONAL AND CLERICAL TEACHER CENTER SUPPORT STAFF. *[Line 1 should describe the official Teacher Center coordinator. Information on support staff should be provided only if their salaries are paid in whole or part from the 10 percent support from the Federal Teacher Centers Program.]*

NAME	POSITION		% OF TIME ASSIGNED TO TEACHER CENTER DUTIES	AMOUNT OF $ ALLOCATED FOR SALARY	% OF FEDERAL TEACHER CENTER BUDGET THIS REFLECTS
	EXACT TITLE	PROGRAM AREA			
1.			%	$	%
2.			%	$	%
3.			%	$	%
4.			%	$	%

THANK YOU!

APPENDIX B

CORRESPONDENCE

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
235 Promenade Street, Providence, Rhode Island 02908

Thomas C. Schmidt, Commissioner

TO: State Teacher Center Coordinators

FROM: Edward L. Dambruch, Director, and Margaretta B. Edwards, Assistant Director, National Teacher Center Resource Center

DATE: October 9, 1980

RE: Documentation of State Teacher Center Activities, 1980-81

The National Teacher Center Resource Center will be documenting activities of state coordinators for Teacher Centers to include the period July 1980 - June 1981.

The purpose for state documentation is to collect information, share ideas and strategies for planning and decision making:

- state sharing and adoption of new ideas
- federal Teacher Center Office information gathering
- Congressional understanding of state role
- interested public understanding of state role.

This year we are looking for full participation of states with federally funded centers. We are requesting that those Coordinators who participate agree to document all activities conducted with federal Teacher Centers funds. (The pilot study last year included participation of 61% of the funded states, but activities describing the use of only 13% of Teacher Center dollars were documented.) This year, we are looking to provide a comprehensive picture of state activities supported with federal funds.

We have considered your feedback gathered at the Annapolis meeting in August, and have attempted to simplify the process by adopting several of your suggestions. Information will be collected as follows:

- due December 15, 1980, will be a brief, "one-time only survey" to provide background information about your state (e.g. personnel assigned to provide services);

- due December 15, 1980, February 15, and May 1, 1981, the basic log form to provide information describing your technical assistance and dissemination activities (reminder notices will be provided two weeks prior to due dates); and

- due February 1, 1981, a "one-time only summary" to describe your proposal review activities.

The data collection approach has been modified to emphasize a more effective "check off" system for easier, less time-consuming response, as suggested by many of you. Yet, it retains the option of providing narrative to further explain activities, if so desired.

We encourage each one of you to participate. As many of you pointed out, it is critically important that the work that you do be recorded to provide necessary information about State participation in teacher centers. Please complete this tear off sheet and return it to me, Margaretta L. Edwards, Assistant Director, National Teacher Center Resource Center, Rhode Island Department of Education, 235 Promenade Street, Providence, RI 02908, by Monday, October 20, 1980.

You will receive a packet of forms that are being piloted in late October. Until then, please keep your notes on activities conducted since July 1.

☐ I agree to participate fully in the State Documentation effort sponsored by the National Teacher Center Resource Center, documenting activities from July 1980 through May 1, 1981.

☐ I am unable to participate in the State Documentation effort sponsored by the National Teacher Center Resource Center.

Name _____

Address _____

_____

_____

Please return by October 20, 1980
to
the National Teacher Center Resource Center

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
235 Promenade Street, Providence, Rhode Island 02908

Arthur R. Pontarelli
Acting Commissioner

TO: Teacher Center State Coordinators with federally funded Teacher Centers

FROM: Margie Edwards, Assistant Director, National Teacher Center Resource Center

DATE: November 25, 1980

RE: 1980-81 State Documentation Forms

The purpose of this memo is to initiate state documentation activities. Thirty-six (36) of the forty-four (44) states having federally funded Teacher Centers have agreed to document all activities conducted with federal Teacher Centers' funds from July 1980 thru June 1981. (See list of participants enclosed.)

New, simplified documentation logs have been piloted with twelve state Coordinators and the Advisory Board to the Resource Center. For those of you participating, your initial responsibilities will be as follows:

- due December 15, 1980, a brief, "one time only survey" to provide background information about your state. (Complete the white legal size sheet enclosed);
- due December 22, 1980, individual logs describing proposal development, technical assistance and dissemination activities completed between July - November. (Complete the pink logs.)

You may also wish to begin documenting activities beginning in December; these logs will be due at a later time.

Thank you very much for agreeing to participate. With such a high percentage of states making this a priority, we anticipate gathering information that will be helpful to you, to the federal Teacher Center office, to Congress and other interested publics.

Please call me at 401/277-6834 if you have any questions.

cc Unfunded State Coordinators
Advisory Board Members, National Teacher Center Resource Center

Enclosures

November 1980

PARTICIPANTS IN 1980-81
STATE DOCUMENTATION ACTIVITIES

National Teacher Center Resource Center

STATE	NAME
Alabama	William C. Berryman
Alaska	J. Kelly Tonsmeire
Arkansas	Morris L. Homes
California	Bill Webster
Connecticut	Marjorie Bradley
District of Columbia	Dr. Marilyn T. Brown
Florida	Jim Parris
Idaho	A. D. Luke
Illinois	Arnette M. Rauschel
Indiana	Patti Shoupe
Kansas	Mary Martin
Kentucky	Joseph T. Clark
Louisiana	Pamela Bollinger-Cox
Maryland	Irving Herrick
Massachusetts	Jeanne M. Paradise
Michigan	Paula Brictson
Minnesota	Judy Wain
Mississippi	Bob McCord
Missouri	Richard L. King
Nebraska	Robert Dyke
Nevada	Lamar Lefever
New Hampshire	Gary Barker
New Jersey	Margaret Griswold
New Mexico	Jim Pierce
New York	Vincent C. Gazzetta
Ohio	C. William Phillips
Oklahoma	Stan Cobb
Oregon	Ray L. Talbert
Pennsylvania	Randall Bauer
South Carolina	Tom Parks
Tennessee	Joe Minor
Texas	Jim L. Kidd
Utah	R. LaMar Allred
Vermont	Henry Bissex
Virginia	E. B. Howerton, Jr.
Washington	Alf Langland